



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

14421 N 23rd Ave, Phoenix, AZ 85023

Washington Elementary School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing Plus
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Ms. Patricia MacArthur
Schedule : 07:20 AM to 03:30 PM
Grades : Pre-K-6
Web Address : www.wesd.k12.az.us
Phone Number : (602) 896-5700
Fax Number : (602) 896-5720
E-mail : pmacart@jj.wesd.k12.az.us

Mission

The mission at John Jacobs School is to provide the best possible education for our students, challenging them to be creative, resourceful citizens, who have respect for their world, their community and individual diversities.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü To implement the revised science and math curricula, and will plan instruction using the newly adopted mathematics materials in order to improve student achievement.
- ü To implement a professional learning committee to improve student achievement in reading and math.
- ü To identify students who fall far below or approach grade level reading benchmarks, and implement the Fast Track reading program to increase achievement.
- ü To identify students who fall far below or approach grade level math benchmarks, and provide small group intervention to increase achievement.

Enrollment

October 1, 2005 School Year Student Enrollment : 588
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 32

Instructional Programs

- Ü Literacy Center
- Ü Comprehensive Curricula
- Ü Drug/Tobacco/Alcohol Prevention Programs
- Ü Programs for English Language Learners
- Ü Gifted Program
- Ü Full Day Kindergarten
- Ü Pre-School
- Ü Autistic Programs (Pre-8)

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 3 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Our school strives to provide: a safe environment, consistent leadership, effective instructional practices, student achievement, a welcoming community, and personal and professional development.

Parents

Parents should be active and supportive in the educational process by attending parent conferences and school events, daily monitoring and ongoing support of student attendance and learning, awareness and support of district policies.

Transportation Policy

Bus riding is a privilege extended to students through Board Policy. The Transportation Department is responsible for transporting students safely to and from school and school-related activities. The department is committed to providing its employees with ongoing training to successfully carry out its responsibilities. Students shall conform to all policies and regulations relating to conduct on school buses so that a safe and friendly environment may be maintained.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Lamp of Learning - District	2005
Ü Arizona State Fair Art Winners	2005
Ü Martin Luther King, Jr. Art Winners	2005
Ü Arizona Art Teacher of the Year	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	2709	80010	100	100	99	457	435	447	7	15	10	8	24	18	71	49	53	14	12	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	1273	38935	100	100	99	459	435	447	5	13	9	8	25	19	73	50	55	15	12	17
Male	46	1436	40974	100	100	98	454	435	448	9	16	11	9	23	18	70	49	52	13	12	19
African American	NC	173	4201	NC	100	99	NC	422	430	NC	22	17	NC	27	23	NC	43	51	NC	8	9
Hispanic	22	1275	34545	100	100	99	439	422	432	5	20	14	23	30	24	64	46	53	9	5	9
Asian/Pacific Islander	NC	85	2068	NC	100	99	NC	449	474	NC	8	4	NC	20	10	NC	51	50	NC	21	36
American Indian/Alaskan Native	NC	105	3979	NC	100	96	NC	423	424	NC	16	17	NC	30	30	NC	49	47	NC	5	6
White	56	1071	35142	100	100	99	464	453	465	7	8	5	2	17	11	75	54	56	16	21	28
Students with Disabilities	18	385	10161	100	100	93	439	406	419	22	35	28	17	32	28	56	28	36	6	5	8
Students without Disabilities	68	2324	69849	100	100	100	460	439	451	3	11	7	6	23	17	75	53	56	16	13	19
Limited English Proficient Students	10	774	14013	100	99	97	NA	409	413	NA	26	24	NA	36	34	NA	36	39	NA	1	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	43	1854	39029	100	99	98	447	426	432	7	18	14	14	29	25	74	47	52	5	6	9
Non-Economically Disadvantaged	43	855	40981	100	100	100	467	455	462	7	9	6	2	14	13	67	54	54	23	23	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	2701	79438	100	100	98	453	438	451	8	14	9	21	29	24	65	51	56	6	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	1271	38775	100	100	99	465	444	457	5	11	7	15	28	22	70	53	58	10	8	13
Male	46	1430	40560	100	100	97	442	433	446	11	17	12	26	29	25	61	49	54	2	5	9
African American	NC	172	4178	NC	100	98	NC	428	439	NC	22	13	NC	23	29	NC	53	52	NC	2	6
Hispanic	22	1272	34297	100	100	98	432	424	434	18	19	14	27	36	31	50	42	50	5	3	5
Asian/Pacific Islander	NC	85	2063	NC	100	99	NC	453	475	NC	6	3	NC	28	15	NC	56	63	NC	9	20
American Indian/Alaskan Native	NC	104	3940	NC	100	95	NC	428	429	NC	15	14	NC	30	36	NC	53	47	NC	2	3
White	56	1068	34887	100	100	98	463	456	471	4	8	4	18	20	15	71	61	63	7	11	18
Students with Disabilities	18	377	9588	100	99	88	423	399	416	22	43	30	39	30	32	33	24	34	6	3	5
Students without Disabilities	68	2324	69850	100	100	100	459	444	456	4	10	7	16	28	23	74	55	59	6	7	12
Limited English Proficient Students	10	774	13856	100	99	96	NA	406	407	NA	28	27	NA	44	43	NA	28	29	NA	0	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	43	1849	38685	100	99	97	442	429	435	14	17	14	21	33	32	60	46	50	5	4	5
Non-Economically Disadvantaged	43	852	40753	100	100	99	465	458	467	2	7	5	21	19	16	70	62	62	7	12	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	2700	79971	100	100	99	439	413	423	3	11	8	33	43	41	58	44	49	6	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	1272	38974	100	100	99	461	427	437	NA	7	5	23	36	33	65	53	57	13	3	4
Male	46	1428	40895	100	100	98	418	401	410	7	13	10	41	50	47	52	36	41	NA	1	2
African American	NC	172	4203	NC	100	99	NC	406	411	NC	13	11	NC	49	45	NC	37	43	NC	1	2
Hispanic	22	1269	34481	100	99	99	428	403	410	NA	13	10	50	47	46	50	39	43	NA	1	1
Asian/Pacific Islander	NC	85	2067	NC	100	99	NC	428	449	NC	8	4	NC	31	28	NC	60	60	NC	1	8
American Indian/Alaskan Native	NC	105	3995	NC	100	96	NC	399	409	NC	14	10	NC	51	47	NC	34	42	NC	NA	1
White	56	1069	35150	100	100	99	443	426	437	5	7	5	29	38	35	57	51	56	9	3	5
Students with Disabilities	18	382	10258	100	100	94	405	355	377	11	33	23	50	48	51	33	18	25	6	1	1
Students without Disabilities	68	2318	69713	100	100	100	446	422	429	1	7	5	28	43	39	65	48	52	6	2	3
Limited English Proficient Students	10	772	13985	100	99	97	NA	387	382	NA	18	18	NA	52	54	NA	30	27	NA	0	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	43	1850	38994	100	99	98	433	405	409	2	12	10	35	48	47	63	39	41	NA	1	1
Non-Economically Disadvantaged	43	850	40977	100	100	100	446	431	437	5	7	5	30	34	34	53	55	56	12	4	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	2820	80147	100	100	99	491	468	482	5	14	11	16	22	17	58	49	49	22	15	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	1371	39281	100	100	99	483	469	483	5	12	9	17	24	17	62	50	50	17	15	24
Male	46	1448	40780	100	100	98	497	468	482	4	16	12	15	21	17	54	48	48	26	15	24
African American	NC	182	4249	NC	100	99	NC	449	464	NC	19	17	NC	30	22	NC	46	48	NC	5	13
Hispanic	19	1209	33494	100	100	99	483	455	466	11	19	15	21	27	23	42	44	49	26	9	14
Asian/Pacific Islander	NC	101	2103	NC	100	99	NC	485	515	NC	9	4	NC	16	8	NC	56	44	NC	19	45
American Indian/Alaskan Native	NC	108	4117	NC	99	96	NC	458	456	NC	15	19	NC	27	27	NC	53	46	NC	6	8
White	61	1220	36122	100	100	99	496	484	501	3	8	5	15	16	10	59	53	50	23	23	35
Students with Disabilities	14	447	10295	100	99	92	468	436	443	7	36	33	29	28	26	64	31	33	NA	5	8
Students without Disabilities	74	2373	69852	100	100	100	494	474	488	4	10	7	14	21	16	57	52	51	26	17	26
Limited English Proficient Students	NC	625	12722	NC	100	97	NC	436	441	NC	29	27	NC	35	33	NC	34	37	NC	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	29	1837	38371	100	99	97	474	458	465	10	17	15	17	26	23	66	47	49	7	9	13
Non-Economically Disadvantaged	59	983	41776	100	100	100	499	487	498	2	7	6	15	15	11	54	52	49	29	26	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	2816	79686	100	100	98	474	458	470	1	15	11	27	29	24	67	52	57	5	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	1372	39163	100	100	99	476	463	475	NA	12	9	26	28	22	67	55	60	7	5	10
Male	46	1443	40438	100	99	97	473	453	465	2	18	13	28	29	25	67	49	54	2	4	7
African American	NC	183	4228	NC	100	98	NC	446	458	NC	19	15	NC	34	28	NC	46	53	NC	1	4
Hispanic	19	1208	33299	100	100	98	458	443	452	NA	21	17	47	35	32	53	43	47	NA	1	3
Asian/Pacific Islander	NC	101	2097	NC	100	99	NC	459	490	NC	12	5	NC	26	13	NC	60	68	NC	2	14
American Indian/Alaskan Native	NC	108	4087	NC	99	96	NC	448	446	NC	15	16	NC	41	38	NC	42	44	NC	3	2
White	61	1216	35914	100	99	98	479	475	489	2	9	5	21	21	15	70	62	67	7	8	14
Students with Disabilities	14	442	9808	100	98	87	440	418	432	7	46	35	57	31	32	36	23	30	NA	1	3
Students without Disabilities	74	2374	69878	100	100	100	479	465	475	NA	10	8	22	28	23	73	57	61	5	5	9
Limited English Proficient Students	NC	626	12594	NC	100	96	NC	419	422	NC	35	34	NC	44	45	NC	21	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	29	1839	38095	100	99	97	465	447	452	NA	19	17	34	34	32	66	46	48	NA	2	3
Non-Economically Disadvantaged	59	977	41591	100	100	99	479	479	486	2	8	6	24	20	16	68	63	65	7	9	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	2835	80372	100	100	99	492	465	475	1	7	4	16	34	30	81	59	64	2	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	1378	39452	100	100	99	501	479	488	NA	4	3	7	28	22	90	67	72	2	2	3
Male	46	1456	40836	100	100	98	483	451	464	2	9	6	24	39	37	72	50	56	2	1	1
African American	NC	184	4264	NC	100	99	NC	457	465	NC	9	5	NC	32	35	NC	59	59	NC	1	1
Hispanic	19	1213	33608	100	100	99	492	453	462	NA	9	6	16	39	36	84	51	57	NA	1	1
Asian/Pacific Islander	NC	100	2098	NC	99	99	NC	482	500	NC	3	2	NC	28	16	NC	65	75	NC	4	7
American Indian/Alaskan Native	NC	108	4128	NC	99	97	NC	461	464	NC	8	4	NC	32	39	NC	59	56	NC	NA	1
White	61	1230	36213	100	100	99	490	477	489	2	4	2	18	29	22	77	65	72	3	1	3
Students with Disabilities	14	457	10526	100	100	94	443	414	427	7	21	15	50	53	53	43	26	31	NA	NA	1
Students without Disabilities	74	2378	69846	100	100	100	499	474	482	NA	4	3	9	30	26	88	65	69	3	1	2
Limited English Proficient Students	NC	629	12747	NC	100	97	NC	427	432	NC	15	12	NC	50	52	NC	35	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	29	1850	38521	100	100	98	484	455	461	NA	8	6	21	39	38	79	52	55	NA	1	1
Non-Economically Disadvantaged	59	985	41851	100	100	100	495	483	489	2	4	3	14	24	22	81	70	72	3	2	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	2774	79306	100	100	99	491	487	504	15	19	13	21	26	20	58	45	49	6	10	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	1319	38845	97	100	99	480	488	505	25	17	11	28	28	20	38	46	50	9	9	18
Male	39	1453	40383	100	100	98	499	487	504	8	21	14	15	25	19	74	44	47	3	10	19
African American	NC	177	4171	NC	100	98	NC	468	485	NC	24	20	NC	38	26	NC	35	44	NC	3	10
Hispanic	21	1226	32673	100	100	99	477	473	487	14	25	18	43	32	25	43	39	46	NA	4	10
Asian/Pacific Islander	NC	81	2147	NC	99	99	NC	518	539	NC	11	5	NC	12	10	NC	54	46	NC	22	40
American Indian/Alaskan Native	NC	98	4034	NC	99	97	NC	478	479	NC	20	22	NC	33	29	NC	43	43	NC	4	7
White	45	1191	36234	100	99	99	498	503	523	16	13	6	9	19	13	67	53	52	9	16	28
Students with Disabilities	NC	459	10286	NC	99	91	NC	452	462	NC	49	41	NC	31	27	NC	18	27	NC	3	5
Students without Disabilities	62	2315	69020	98	100	100	494	494	510	11	13	9	23	25	18	60	50	52	6	11	21
Limited English Proficient Students	10	471	10291	100	98	96	NA	448	458	NA	46	38	NA	37	34	NA	16	26	NA	0	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	31	1788	37437	97	99	97	473	476	486	26	23	19	32	31	26	39	41	46	3	5	9
Non-Economically Disadvantaged	40	986	41869	100	100	100	505	507	521	8	12	7	13	17	14	73	53	51	8	18	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	2772	79000	100	100	98	488	478	489	11	14	10	20	28	24	62	53	58	7	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	1319	38774	97	100	99	484	484	494	16	10	7	16	26	22	66	58	61	3	6	10
Male	39	1451	40150	100	100	98	492	473	485	8	18	12	23	30	25	59	48	55	10	5	8
African American	NC	176	4153	NC	100	98	NC	467	476	NC	16	13	NC	34	30	NC	48	53	NC	1	4
Hispanic	21	1225	32508	100	100	98	474	465	472	24	19	15	14	36	33	62	43	49	NA	2	3
Asian/Pacific Islander	NC	82	2142	NC	100	99	NC	497	510	NC	11	4	NC	18	14	NC	60	67	NC	11	16
American Indian/Alaskan Native	NC	98	4016	NC	99	96	NC	463	467	NC	17	14	NC	32	37	NC	51	46	NC	NA	2
White	45	1190	36135	100	99	98	498	494	508	2	9	4	22	19	14	64	63	67	11	9	15
Students with Disabilities	NC	457	9991	NC	98	88	NC	440	449	NC	42	33	NC	36	36	NC	20	29	NC	1	2
Students without Disabilities	62	2315	69009	98	100	100	494	485	495	10	9	6	18	26	22	65	59	62	8	6	10
Limited English Proficient Students	10	471	10199	100	98	95	NA	435	439	NA	41	35	NA	45	47	NA	15	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	31	1787	37234	97	99	97	470	469	472	16	17	15	35	33	33	45	48	50	3	2	3
Non-Economically Disadvantaged	40	985	41766	100	100	99	502	496	505	8	9	5	8	19	16	75	61	65	10	11	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	2787	79611	100	100	99	497	484	496	8	10	7	35	39	37	56	51	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	1321	39016	97	100	99	496	503	511	9	6	4	31	31	29	59	63	66	NA	0	1
Male	39	1464	40519	100	100	98	498	467	482	8	14	10	38	46	44	54	40	46	NA	NA	0
African American	NC	176	4188	NC	100	98	NC	486	486	NC	9	9	NC	41	40	NC	50	50	NC	NA	0
Hispanic	21	1231	32855	100	100	99	466	471	481	19	13	10	33	44	43	48	43	47	NA	NA	0
Asian/Pacific Islander	NC	82	2149	NC	100	100	NC	487	519	NC	11	4	NC	29	24	NC	59	70	NC	1	2
American Indian/Alaskan Native	NC	99	3992	NC	100	96	NC	476	478	NC	8	10	NC	53	46	NC	39	44	NC	NA	0
White	45	1198	36380	100	100	99	511	498	511	2	7	4	38	33	30	60	60	65	NA	0	1
Students with Disabilities	NC	471	10664	NC	100	94	NC	426	440	NC	27	23	NC	56	54	NC	17	22	NC	NA	1
Students without Disabilities	62	2316	68947	98	100	100	503	495	504	8	6	4	29	35	34	63	58	61	NA	0	1
Limited English Proficient Students	10	473	10362	100	99	97	NA	428	438	NA	25	22	NA	56	57	NA	20	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	31	1799	37626	97	100	98	474	475	479	13	11	10	42	42	45	45	46	45	NA	0	0
Non-Economically Disadvantaged	40	988	41985	100	100	100	514	500	511	5	7	4	30	32	30	65	61	65	NA	0	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	2675	79327	100	100	98	523	505	518	15	25	19	17	22	20	49	43	46	18	11	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	1240	38961	100	100	98	535	507	520	13	23	16	13	21	20	44	46	48	29	10	16
Male	42	1435	40295	100	100	97	509	504	516	17	26	21	21	22	19	55	40	44	7	11	16
African American	NC	184	4247	NC	100	98	NC	488	499	NC	34	27	NC	22	24	NC	39	41	NC	5	8
Hispanic	28	1153	32327	100	99	98	485	488	499	36	34	27	25	26	25	39	35	41	NA	4	8
Asian/Pacific Islander	NC	73	1939	NC	97	99	NC	517	556	NC	12	6	NC	23	10	NC	53	47	NC	11	36
American Indian/Alaskan Native	NC	114	4391	NC	100	96	NC	491	489	NC	32	32	NC	29	27	NC	34	36	NC	4	4
White	49	1151	36373	100	100	98	543	526	538	4	14	10	12	17	14	55	50	52	29	19	25
Students with Disabilities	NC	339	9321	NC	98	87	NC	461	467	NC	61	54	NC	20	22	NC	17	21	NC	2	3
Students without Disabilities	79	2336	70006	100	100	100	528	511	524	10	19	14	18	22	19	52	46	49	20	12	18
Limited English Proficient Students	10	408	9431	100	99	95	NA	456	466	NA	64	53	NA	24	27	NA	11	18	NA	0	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	34	1696	37097	100	99	97	510	492	498	18	31	27	21	24	25	53	39	41	9	6	7
Non-Economically Disadvantaged	53	979	42230	100	100	99	531	528	535	13	14	11	15	17	15	47	49	50	25	20	24

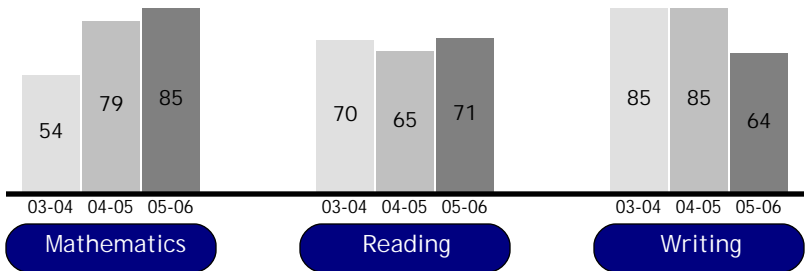
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	2672	79501	100	100	98	500	490	497	7	14	10	28	27	25	60	56	60	6	3	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	1239	39062	100	100	99	507	497	502	4	11	8	29	25	23	58	60	64	9	4	5
Male	42	1433	40368	100	100	98	493	484	491	10	16	13	26	29	27	62	52	57	2	3	3
African American	NC	183	4279	NC	100	99	NC	476	485	NC	17	14	NC	33	30	NC	49	54	NC	1	2
Hispanic	28	1152	32389	100	99	98	464	473	478	18	21	16	50	34	34	32	43	48	NA	1	1
Asian/Pacific Islander	NC	73	1936	NC	97	99	NC	490	519	NC	10	3	NC	30	14	NC	58	73	NC	3	9
American Indian/Alaskan Native	NC	114	4401	NC	100	96	NC	480	473	NC	14	17	NC	41	40	NC	44	43	NC	1	1
White	49	1150	36446	100	100	99	520	509	516	NA	6	4	16	18	15	73	70	73	10	7	7
Students with Disabilities	NC	336	9411	NC	97	88	NC	448	453	NC	46	36	NC	32	36	NC	20	26	NC	1	1
Students without Disabilities	79	2336	70090	100	100	100	504	496	502	6	9	7	23	26	24	65	61	65	6	4	5
Limited English Proficient Students	10	407	9401	100	99	94	NA	437	443	NA	50	40	NA	39	46	NA	11	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	34	1694	37183	100	99	97	485	478	479	9	18	16	38	33	34	50	48	49	3	1	1
Non-Economically Disadvantaged	53	978	42318	100	100	99	510	510	513	6	7	5	21	18	17	66	68	70	8	7	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	2680	80000	100	100	99	579	561	564	5	4	3	6	10	11	72	78	75	17	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	1239	39288	100	100	99	597	579	579	2	2	2	NA	5	6	69	81	77	29	13	16
Male	42	1441	40644	100	100	98	559	546	549	7	5	4	12	15	15	76	75	74	5	5	7
African American	NC	185	4307	NC	100	99	NC	541	551	NC	8	4	NC	12	13	NC	76	75	NC	4	7
Hispanic	28	1152	32672	100	99	99	544	549	548	11	5	4	14	12	14	71	78	76	4	5	6
Asian/Pacific Islander	NC	73	1945	NC	97	99	NC	569	592	NC	5	1	NC	4	4	NC	78	69	NC	12	25
American Indian/Alaskan Native	NC	114	4424	NC	100	97	NC	570	549	NC	NA	3	NC	6	14	NC	88	77	NC	6	5
White	49	1156	36602	100	100	99	596	575	579	2	2	2	2	9	7	71	76	75	24	13	16
Students with Disabilities	NC	345	9919	NC	100	93	NC	504	505	NC	10	9	NC	33	35	NC	54	54	NC	3	2
Students without Disabilities	79	2335	70081	100	100	100	585	569	571	4	3	2	4	7	7	73	81	79	19	9	12
Limited English Proficient Students	10	405	9571	100	98	96	NA	495	502	NA	14	10	NA	24	29	NA	62	60	NA	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	34	1700	37534	100	99	98	574	551	547	3	4	4	9	12	15	79	78	76	9	6	5
Non-Economically Disadvantaged	53	980	42466	100	100	100	582	578	578	6	3	2	4	7	7	68	77	75	23	14	16

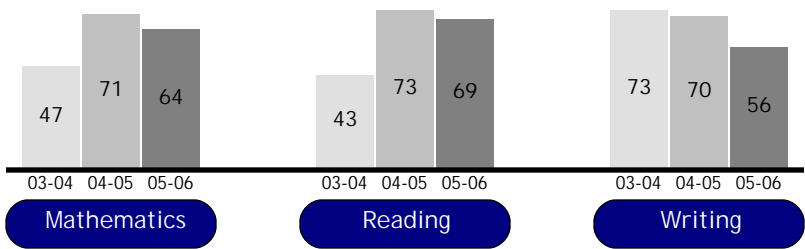
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	99	56	NA	58	98	46	40	47	91	43	35	46
	Language	99	43	44	50	98	53	40	47	91	41	35	48
	Mathematics	100	62	57	64	98	51	41	50	91	43	39	52
3	Reading	96	60	NA	55	96	48	40	44	95	46	37	46
	Language	100	59	56	61	96	46	40	44	95	50	39	46
	Mathematics	100	50	53	61	95	51	44	51	95	54	43	52
4	Reading	92	63	NA	56	100	51	42	48	97	52	44	52
	Language	93	58	48	52	100	54	44	49	97	54	44	52
	Mathematics	93	62	54	61	100	51	45	53	97	59	48	58
5	Reading	100	54	NA	55	94	54	47	50	99	58	48	56
	Language	100	52	45	49	94	56	48	50	99	54	44	54
	Mathematics	100	62	57	63	93	52	44	49	99	48	41	52
6	Reading	100	60	NA	56	96	56	48	51	98	58	52	56
	Language	100	53	44	48	96	55	45	47	98	56	46	50
	Mathematics	100	71	60	66	96	55	46	52	98	59	50	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- ü To facilitate school improvement
- ü To address short-term needs
- ü To develop increased communications
- ü To facilitate budget implementation
- ü To engage in shared decision-making
- ü To facilitate staff selection

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	39.00
Other Professional Staff	6.00	Teacher Aide	22.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	0	0	0
4 to 6 years	4	1	0	0
7 to 9 years	1	0	0	0
10 or more years	12	15	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	90
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Art/Music/PE Facilities
- ü Library
- ü Computer Lab
- ü Literacy Center

Extracurricular Activities

- ü Soccer
- ü Student Leadership Team
- ü CHAMPS
- ü Community Education Classes
- ü Tutoring before and after school
- ü Honeywell email program
- ü Basketball
- ü Track

Social Services

- ü Operation School Bell Clothing Bank
- ü Breakfast Program
- ü Extended Day Care
- ü Adult Education
- ü Christmas angels
- ü Safe Schools/Healthy Students
- ü AIM
- ü Olweus Bully Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü A literacy center was implemented to enhance reading ability in K-3 students.

- ü Teachers implemented the new math curriculum.

- ü First and Sixth grade students received reading tutoring in after-school sessions.

- ü Teachers continued to implement reading strategies for struggling readers.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	94	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Washington School District's Crisis Team has examined every aspect of operations in the District to create safe, secure campuses. Comprehensive crisis management plans have been developed for each campus. Schools hold regular fire and lockdown drills, and conduct tabletop crisis drills. In addition, school counselors are ready to respond to a campus to provide support for students or adults during a crisis. WESD is committed to providing a safe atmosphere conducive to student learning.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Estralia Russelle	(602) 896-5700
Transportation Policy	Bruce McWhorter	(602) 896-5270
Community Resources	Steve Murosky	(602) 347-3504
School Nutrition Programs	Dave Caldwell	(602) 896-6803
Parent Organization	Sylvia Bagnall	(602) 896-5700
Student Health/Nurse	Stephanie Campbell	(602) 896-5710

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.